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ABSTRACT

Based on a committee study of articulation practices and problems in Illinois, this report presents guidelines for the transferability of credit from 2-year to 4-year institutions for: (1) students who have completed their associate degree in a baccalaureate-oriented program; (2) students who have not completed their associate degree, but are in a baccalaureate-oriented program; and (3) students enrolled in occupational programs with or without an associate degree. Priorities are given to the admission of transfer students to 4-year programs. A need exists for a representative body to monitor and assess junior-senior articulation and to submit recommendations to the Board of Higher Education on articulation practices. A realistic timetable should be developed for implementing the recommendations outlined in this report. (Author/CA)

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June 1, 1971

FINAL REPORT OF

THE

ARTICULATION STUDY COMMITTEE

TO THE

ILLINOIS BOARD OF HIGHER EDUCATION

June 1, 1971

Dr. William Ogilvie, Chairman
Northern Illinois University

JC 710 193

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

I. INTRODUCTION

The Illinois Board of Higher Education in April, 1970, established a committee to study junior-senior college articulation on a statewide basis.* The twenty-two member Articulation Study Committee included representatives from public and non-public junior and senior institutions and from related professional associations (Appendix A).

The scope of the activities of the Committee included an assessment of present articulation practices, a determination of the most pressing problems in the articulation area, and the development of recommendations to effect a desirable statewide articulation program between junior and senior institutions. The Committee gave emphasis to the public educational sector, but private institutions are encouraged to use these recommendations to the extent possible within their institutional objectives.

The Committee report presents guidelines for (a) the transferability of credit for students who have completed the Associate Degree in a baccalaureate oriented program; (b) the transferability of credit for students

*For the purposes of this report, junior college is defined to mean community college and senior college is defined to mean four-year and upper division senior institutions. Articulation refers to the development of procedures that would insure maximum freedom of student transfer between colleges and universities.

enrolled in a baccalaureate oriented program who have not completed the Associate Degree and (c) the transferability of credit for students in non-baccalaureate oriented programs (i.e. occupational, vocational) with or without an Associate Degree. It further recommends priorities for the admission of transfer students into baccalaureate oriented programs at senior institutions.

It is to the credit of all colleges and universities in Illinois that much progress has been made toward the goal of articulating academic programs statewide. Illinois public junior college districts now number 37 and offer programs on 46 campuses. These colleges have reached a new plateau in their development as institutions of higher education. Students who have transferred to senior colleges and universities have demonstrated their abilities and accomplishments as well as their viable experiences while in the junior colleges. In 1970, 83,874 FTE freshman and sophomore students enrolled in these colleges and 155,943 FTE students enrolled in the lower division of all public colleges and universities. It is further noted that of the 104,444 freshmen enrolled in all public institutions, 63,262 or slightly

more than sixty percent are enrolled in public junior colleges.* This is an impressive record to have made since the adoption of the Master Plan of 1964 and the passage of the Illinois Public Junior College Act in 1965.

We are on the frontier of an era when individuals will hold multiple and unrelated jobs in their life time; thus, there are several avenues of study available. Higher education will include degree programs, certificate programs, community service programs, upgrading and retraining programs, and shorter and more frequent contacts with formal academic programs. It is understood that each student must receive equitable opportunity and fair treatment in his quest for more education.

In the context of the several educational opportunities open to students, a certain amount of responsibility rests with the student himself. He should seek out and evaluate educational alternatives and recognize specific limitations on the number of courses and credits he can transfer to other programs within the junior-senior college structure.

*Figures taken from Froehlich, G.J., and Lewandowski, A.R., Enrollment In Institutions of Higher Learning in Illinois: 1970, pp. 87, 90. It should be noted that not all of the 63,262 freshmen are enrolled in college transfer programs.

At a time when people will be attending school over their entire life span, it is absolutely necessary for everyone to understand the nature of a wide variety of educational opportunities. Secondary school personnel (teachers, counselors, and administrators) must recognize that they have a more important responsibility in communicating alternative educational opportunities to students than at any time in our history. The high school student confronted with making important life decisions needs to have the confidence that all opportunities which exist at that point in time are explained to him.

The advent and maturation of the junior college system in Illinois requires the senior institutions to re-evaluate their admission practices and instructional prerequisites in order to accommodate students transferring from the junior colleges. The junior colleges must also develop admission practices and instructional prerequisites to facilitate the transfer process. New patterns of cooperation are required and are being developed to help resolve problems confronting students as they matriculate from one level of instruction to another.

Our complex society dictates that we apply our collective ability to assist students in their quest for meaningful knowledge and experience.

It is important that higher education develop a system of opportunities and procedures which permits a person the flexibility of changing his educational goals with a minimum loss of time and credit. The nature of society is such that new occupational opportunities arise frequently which require new educational programs. Also, new societal concerns lead to new educational interests.

II. ASSOCIATE DEGREE AND COURSE TRANSFERABILITY

The rapid growth of public junior colleges in Illinois has created a number of coordination problems with the senior public institutions of higher education. One of the recognized problems is the application of credits earned at the junior college toward four-year degrees. There is as much variance in general education requirements (usually consisting of courses in communications,

humanities, natural science and mathematics, social sciences and physical education and health) among junior colleges and senior colleges and universities as between the two groups. Further, course numbers and nomenclature continue to change at both types of institutions, as do the general education requirements of these institutions.

This situation handicaps the junior college transfer students who must abide by the general education and other course requirements of his college and then, upon receiving the associate degree in an appropriate baccalaureate oriented program, have those credits subjected to an evaluative scrutiny by the receiving senior institution, which determines the applicability of this credit toward the baccalaureate degree. The transition of transfer students would be much improved if the present course by course evaluation and rigid adherence to institutional concepts of general education were abandoned in favor of broader, more inclusive and positive policies of junior college course transferability to senior institutions. This should be based on some minimal level of general education required for an associate degree. In order for this to be effective, senior institutions must have assurance that the following will be accomplished:

(a) associate degree holders in college transfer curricula have all received a reasonable amount of coursework in the usually accepted areas of general education, regardless of which junior college they attended; (b) further, junior college transfer programs should be designed to provide coursework in specific curricula that satisfy university lower division requirements in the same curricula.

To assist in this transition, the Board of Higher Education adopted a resolution on December 1, 1970, entitled, "A Resolution on Transfer Equivalency of the Junior-Community College Associate Degree in Baccalaureate Sequences" (Appendix B).

A. GUIDELINES FOR THE TRANSFERABILITY OF CREDIT FOR STUDENTS WHO HAVE COMPLETED THE ASSOCIATE DEGREE IN A BACCALAUREATE ORIENTED PROGRAM.

The senior institutions should consider that the graduate of an associate degree transfer program has met the general education course requirements normally imposed on native students during the first two years of their degree program. They should also adhere to a policy that other appropriate courses taken as part of the associate

degree program are applied in a manner that makes them useful for progress toward the baccalaureate degree. This would mean that the senior institutions would be obligated to allow the two year transfer student junior standing. It is recognized that students who change their major may need more than two additional years to complete their degree requirements.

In order to bring the desired situation into reality, the following guidelines are recommended:

1. Junior and senior institutions should cooperate in developing mutually-agreed-upon transfer programs to replace the senior institution practice of scrutinizing course content.

2. Once agreement is reached, senior institutions, in cooperation with junior colleges, should produce documentary evidence of such agreements.

3. These agreements should include the satisfaction of lower division general education graduation requirements for associate degree holders who continue in the same major field.

4. Transfer courses not applicable or useful as general education credit should be applied toward the baccalaureate degree either as elective credit, major core requirements, or in similarly useful ways for those transfer students who continue in the same major field.

B. GUIDELINES FOR THE TRANSFERABILITY OF CREDIT FOR STUDENTS IN BACCALAUREATE ORIENTED PROGRAMS WHO HAVE NOT COMPLETED AN ASSOCIATE DEGREE

It is recognized that many junior college transfer applicants to senior institutions do not complete an associate degree before applying for transfer to senior institutions. These students must be considered in the development of a state system of junior-senior college integration. The following guideline in recommended:

Credit earned by transfer applicants who have not completed an associate degree in a baccalaureate oriented curriculum should be accepted to the extent that it satisfies the transfer program mutually developed and agreed to by the junior and senior colleges.

C. GUIDELINES FOR CONSIDERATION OF STUDENTS ENROLLED IN OCCUPATIONAL PROGRAMS

The public junior colleges of Illinois are charged both legally and philosophically with providing a diversity of programs of instruction to meet the various needs of a heterogeneous student population. Students who enter programs as freshmen are often subject to uncertainties regarding the appropriateness of the curriculum--whether they have initially enrolled in baccalaureate-oriented, occupational-oriented, or general studies programs. Through counseling, dedicated instruction and/or a broadening awareness of opportunities many individuals change their educational objectives after a period of college attendance.

Institutions of higher education must recognize the fact that individuals may alter their aspirations and their ultimate goals, even though such alterations occur after the individual has completed some portion of higher education. These institutions should provide competent career guidance to all students interested in furthering their education.

It is also noted that certain aspects of all programs are devoted to the same educational objectives. In the interest of the students, and the conservation of resources, it is important that such similarities be recognized and that both junior and senior colleges and universities provide opportunities for smooth transition to the extent possible within the institutional scope and mission.

The following guidelines are recommended:

1. Institutions should recognize their responsibility to provide advanced educational opportunity to those individuals who possess rising aspirations and who have demonstrated interest and ability in occupational or technical junior college programs as well as to those enrolled in baccalaureate oriented programs.

2. Senior institutions should be encouraged to design a variety of capstone programs which build on competencies gained in junior college technical and occupational programs and/or work experience.

3. Senior institutions should consider each non-baccalaureate oriented applicant as an individual in making assessments for admissions and transfer of credit, and should, therefore, consider, recommendations of junior college staff and other appropriate individuals in evaluating non-baccalaureate oriented transfers.

4. Senior institutions should grant full credit for the general education courses of non-baccalaureate oriented transfer students enrolled in occupational programs provided the courses meet the general education objectives required for the baccalaureate degree.

5. Credit earned in technical courses in non-baccalaureate programs should be applied in terms of their equivalence to baccalaureate courses in either the major field or electives when transferred to a baccalaureate degree program.

III. PRIORITIES FOR THE ADMISSION OF TRANSFER STUDENTS INTO BACCALAUREATE DEGREE PROGRAMS

In order for the resources of public institutions to be utilized to best advantage and for these institutions to deal with prospective transfers within a rational process of admission, priorities should be established for transfer students. The recommendations follow:

A. First preference should be given to applicants who have completed an Associate Degree in baccalaureate oriented programs, completed equivalent demonstrated achievement* in baccalaureate oriented programs, and to those who seek admission to highly specialized programs which cannot be profitably pursued at their present institution. If all applicants cannot be accepted in these categories, selection should be made on the basis of demonstrated achievement and other criteria set by the institution.

*Equivalent demonstrated achievement may include such things as satisfactory completion of sixty semester hours in an appropriate curriculum in a junior or senior college, passing score on a college level examination (CLEP) completion of proficiency examination, etc.

B. Second preference should be given to those applicants who have completed at least one but less than two years of credit in a baccalaureate oriented program. If all applicants in this category cannot be accepted, selection should be made on the basis of demonstrated achievement and other criteria set by the institution.

C. If spaces remain, other applicants who have completed less than one year of credit in a baccalaureate oriented program should be considered for admission on the basis of demonstrated achievement and other criteria set by the institution.

IV. FURTHER RECOMMENDATIONS

There should be a realistic timetable for implementing the recommendations outlined in this report. Also, need exists for a representative body continually to monitor and assess junior-senior articulation and to submit recommendations to the Board of Higher Education on matters pertaining to the improvement of articulation between the various educational institutions. Representative of these

types of articulation concerns are: transfer patterns of junior college students; unique needs of specialized programs such as those in the health professions and law enforcement; equivalency testing; credits for life experiences; etc. Also, the committee should receive suggestions, consider problems, and recommend procedures and needed research studies.

Therefore, it is recommended that:

A. The Board of Higher Education establish an ongoing articulation advisory committee composed of representatives of all levels of education from both public and private sectors whose role and membership should be as follows:

1. The purpose of the committee should be:

a. To review the progress of the recommendations included in the final report of the articulation advisory committee and approved by the Illinois Board of Higher Education and appropriate governing boards and to advise the Illinois Board of Higher Education (and Illinois institutions of higher education) on changes in articulation practices which should be considered.

b. To provide a formal statewide advisory group to coordinate the several organizations presently operating to improve articulation in Illinois.

c. To assist the Illinois Board of Higher Education in communication with the different types and levels of institutions in an effort to prevent the development of new articulation problems.

d. To advise the Illinois Board of Higher Education in regard to research studies which it should undertake in the area of articulation.

2. The membership of the committee:

a. The proposed ongoing articulation advisory committee should consist of about equal representation from four-year colleges and universities and two-year colleges and universities, including professional, technical and proprietary colleges, with some representation from secondary schools and the general public to prevent the development

of stalemates between the various types and levels of higher educational institutions represented. Membership on the committee representing the various types of institutions should be roughly representative of the number of undergraduate students enrolled at the various types. Analyses of enrollment data show approximately 37 percent of the students in public four year colleges, 22 percent in private four year colleges, 38 percent in two year public colleges, and approximately 2 percent each in private two year colleges and professional, technical, and proprietary institutions. Thus, it is proposed the membership be based on the following distribution.

Public Four-Year Colleges and Universities	4
Private Four-Year Colleges and Universities	2
Public Two-Year Colleges	4

Private Two-Year Colleges	1
Professional, Technical and Proprietary Institutions	1
Private Secondary Schools	1
Public Secondary Schools	2
Public Member (no professional in education)	1

Ex Officio Members:

Board of Higher Education Staff Member

Junior College Board Staff Member

Office of Superintendent of Public Instruction Staff Member

North Central Association Staff Member

b. Membership on the committee should be selected as follows: Public four-year colleges and universities should have one representative from each of the four systems appointed by the Illinois Board of Higher Education upon the recommendation of the system head. The two private four-year college and university representatives should be appointed upon the recommendation of the Federation of Private Independent Colleges and Universites. Four

public two-year college representatives should be appointed upon the recommendation of the Illinois Junior College Board with the advice of the Council of Presidents. The private two-year college representative should be appointed by the Federation of Private Independent Colleges and Universities with the advice of private junior college presidents. The representative of the professional, technical, and proprietary schools should be appointed by the Illinois Board of Higher Education after consultation with representatives of that group of institutions. The representative from private secondary schools should be appointed by the Illinois Board of Higher Education upon the recommendation of the president of the Illinois Association of Parochial Secondary School Principals. The representatives of the public secondary schools should be appointed by the Illinois Board of Higher Education upon the recommendation of the Illinois Association of Secondary School Principals. The public member should be appointed by the Illinois Board of Higher Education.

B A developmental progress report be submitted by June, 1972 by all public junior and senior institutions through their respective boards to the Board of Higher Education for review by the Articulation Committee.

APPENDIX A

ARTICULATION STUDY COMMITEE

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APPENDIX B

A Resolution on Transfer Equivalency of the Junior-Community College Associate Degree in Baccalaureate Sequences.*

Be it Resolved, that the Board of Higher Education views the public Junior-Community Colleges of Illinois as partners with senior colleges and universities in the delivery of the first two years of education beyond high school in this state. There is need for full acceptance and recognition of this development throughout the higher education community. In furthering this goal, all trustees, administrations and faculties of senior colleges and universities are requested to declare that a transfer student in good standing, who has completed an associate degree based on baccalaureate-oriented sequences to be transferred from a Junior-Community College in Illinois be considered a) to have attained junior standing and; b) to have met lower division general education requirements of senior institutions.

Each public junior and senior college and university is requested to file with its respective governing and/or coordinating board a statement of the general education requirements for its Associate degree in transfer programs, or its Bachelors degree programs by January 1, 1971. These statements are then to be submitted to the Board of Higher Education. A report including this information will be prepared and made available for continuing study.

*Resolution adopted by the Board of Higher Education at its December 1, 1970, meeting.